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EDUCATIONAL WRITINGS

I. COMMENT ON CURRENT EDUCATIONAL WRITINGS

1. *A new study of social education.*—A new volume¹ has appeared which is an illuminating contribution to a field of educational discussion that is greatly in need of increased cultivation, namely, that of educational sociology. The writer presents a broad survey of the place and function of education in social life from the beginnings of history down to the present time and of the interaction of school and society upon each other.

The volume is exceedingly comprehensive in the range of topics treated. There is almost no important function of education that is not given some share in the treatment. The first chapter presents an epitome of the history of education in its fundamental social aspects. The second presents a list of social ideals and attitudes toward life that should in large measure constitute the objectives of education on its social side. The author here discusses the values for society and for education of sociability, co-operation, tolerance, freedom, responsibility, sense of duty, initiative, and justice. There is then a discussion of the social conditions which control the school: influence of the home, the church, philanthropic society, business and industrial organization, the political state, tradition and custom, public opinion, competing social classes, and different social ideals. Following this is discussion of the effect of the school upon society: in transmitting culture, in advancing learning, in socializing individuals, in fixing or obliterating class lines, in assimilating the immigrants, and in social reforms. The school is then discussed as a health-protecting agency, and attention is given to physical training, health instruction, open-air schools, provision for feeding school children, medical inspection, school buildings and sanitation.

The school is considered further as a selective agency, as observed in the phenomena of retardation, elimination, and acceleration; also as a guiding institution, as revealed in the movement for vocational guidance; as a civic and recreational training institution, as revealed in the community center. Attention is given to moral education in its many historical, political, social, and other aspects. A section is devoted to the social aspects of general organization and management of schools and school systems by city and state and nation, and of special types of organization, such as the junior high school and the Gary plan. Consideration is given to the social relationships, functions,

¹ *The School as a Social Institution: An Introduction to the Study of Social Education.* By Charles L. Robbins. New York: Allyn & Bacon, 1918. Pp. xxv+470.

and problems involved in private schools. Attention is given to the social aspect of all of the major subjects in the curriculum; a long chapter is devoted to educational methods; and the volume is concluded with a full discussion of the teacher along lines similar to the treatment of this topic in books on public-school administration.

It is clear that the writer has investigated every important aspect of education and has here epitomized in compact and highly systematized form the results of his investigations. A carefully selected bibliography is presented in connection with each of the fifteen chapters and a general bibliography at the end of the volume.

J. F. BOBBITT

2. *Some books of interest to teachers of history in the elementary school.*—There are but few books on the teaching of history in the elementary school which are of direct and practical help to the teachers in the grades. There has recently appeared, however, a little book which is an exception to the general rule. This is a book¹ by Superintendent Kendall and Miss Stryker of New Jersey. It is one of the recent issues of the Riverside Educational Monographs. In the opening chapter the authors discuss the value of history in the elementary school, centering their discussion around the following values: (1) History explains the present; (2) History stimulates intelligent patriotism; (3) History develops the reasoning power and the balanced judgment; (4) History stimulates the imagination and interests the child in historical reading; (5) History is a guide to conduct. This opening discussion is followed by chapters on the history story in the primary grades, the biographical story in the intermediate grades, the use of the history textbook, the assignment of the lesson, the study recitation, the use of the outline, the use of outside reading, the recitation, the use of illustrative material, dramatization, debates, relation of history to geography, concerning English, and concerning holidays. These fifteen chapters of necessity receive but brief consideration since the volume totals but 130 pages of actual discussion. It should be said, however, that the discussions, though brief, are concrete and stimulating. Devices are suggested and many reforms are proposed. While there is nothing really new in the book, it is an excellent presentation of what many good teachers of history already know and are doing.

Baltimore County, Maryland, has recently done very much to advance the cause of the teaching of history in all of the grades of the elementary school. The most recent work is by two teachers in this county.² It is made up of complete lesson plans in fourth-grade history. The material presented,

¹ *History in the Elementary School.* By Calvin Noyes Kendall and Florence Elizabeth Stryker. Chicago: Houghton Mifflin Co., 1918. Pp. 134.

² *Lesson Plans in Fourth Grade History.* By M. Annie Grace, Emma C. Monroe, and others. Baltimore: Warwick & York, Inc., 1917. Pp. 155. \$0.75.

although originally designed for use in teaching American history in the fourth grade of Baltimore County public schools, may easily be adapted for use in the higher grades. The text is divided into sections, each section representing some phase of colonization in America or the development of the country up to the eve of the Revolution. Each phase is subdivided into lessons, so that a series of comprehensive lesson plans is presented for use from day to day by the teacher who is taking up with her class some particular aspect of American history. The material composing the volume was first carefully worked out by the public-school teachers in most instances; it was then printed in the *Atlantic Educational Journal* and in its printed form employed in classroom work; and it now appears revised in accordance with the changes and improvements suggested by this thorough testing. The volume is broadly divided into seven primary divisions, namely: "Legendary History," "Stumbling upon a Continent," "Search for an Eastern Trade Route," "Search for a Western Trade Route," "Explorations," "Colonization," and "The French and Indian War." These divisions are subdivided so that a series of plans is given on each of the following subjects: Trojan War, Ulysses, Vikings, Marco Polo, Prince Henry, Vasco da Gama, Christopher Columbus, Amerigo Vespucci, John Cabot, Ferdinand Magellan, Vasco Nunez Balboa, Cabeza de Vaca, Hernando de Soto, Sir Francis Drake, Giovanni da Verrazano, Jacques Cartier, Jean Ribaut, Laudonierre, Samuel de Champlain, Joliet and Marquette, Robert Cavalier de la Salle, the French at Port Royal, the Spanish at St. Augustine, the English at Roanoke, Jamestown, Plymouth, St. Mary's and Philadelphia, the Dutch at Amsterdam, and the French and Indian War. Through the publication of the text in this form a great mass of invaluable material is made easily accessible to the teacher. Throughout the book the method of attack or procedure is kept constantly in mind. Moreover, a series of outlines on each subject has been constructed and is presented in such form as to prove exceedingly helpful to the teacher.

The Macmillan Company has recently begun the publication of a series of books under the general title "World Famous Stories in Historic Settings."

Four of these volumes have recently come to the office of the *Elementary School Journal*.¹ The books are intended for supplementary readers in the grammar school in connection with history and literature. The first volume is made up of stories concerning Egypt and her neighbors. These stories center around such titles as "The Gift of the Nile," "Beliefs and Customs of the Egyptians," "Egyptian Writing," "Egyptian Religion and Literature," "Egyptian Cities and Egyptian Art," "The Chosen People," "Joseph, the Moon of Canaan," "Moses the Deliverer," "Legends of David and Solomon," "The Palm Land and Her People," and "The Story of Cadmus and Europe."

¹ "World Famous Stories in Historic Settings." Vol. I, *Egypt and Her Neighbors*; Vol. II, *Glorious Greece and Imperial Rome*; Vol. III, *Western Europe*; Vol. IV, *Merry England*. By Susie M. Best. Chicago: Macmillan, 1918. \$0.60 each.

The stories are clothed in simple language and are full of the story-telling spirit. They will be of much interest and help to girls and boys from twelve to fifteen years of age.

Volumes II, III, and IV contain stories relating to Greece and Rome, the nations of Western Europe, and Merry England. Volume III centers around the following topics: "The Children of the Woods," "Wonder Tales of Odi, the All-Father," "Wonder Tales of Thor, the Thunderer," "Wonder Tales of the Fenris Wolf," "Wonder Tales of Balder, the Beautiful," "Wonder Tales of the Twilight of the Gods," "Roman and Teuton," "Saracen and Teuton," "The Story of Charlemagne," "Count Roland at Roncevalles," "Ogier the Dane," "The Growth of Feudalism," and "The Growth of Monasticism." The volume on Merry England contains twelve stories, the first concerning the Arthurian romances and the last the birth of liberty. All of these stories are written in the same interesting fashion that characterizes those in Volume I. They have all been written by a practical story-teller and have been used over and over again in actual school work.

Each book is illustrated with pen sketches of the scenes depicted in the stories. While these pictures are not historically accurate they will assist the young reader in formulating a concrete picture for the background of history. A few maps are found here and there throughout the series.

Many cities in the country are offering a course in local history in some grade of the elementary school. The problem of securing suitable material for this course has always been a difficult one to solve. Cincinnati, New Orleans, and Newark have published material relating to local history for the use of both teachers and pupils. The work of these cities has stimulated other localities to do likewise. Two recent examples have come to the office of the *Journal*.¹

Real Stories from Baltimore County History contain data obtained by the teachers and children of the schools of this county. The volume is made up of stories written by the children themselves with additional ones prepared by the teachers. While the book is of exceptional value locally, it should also do much to stimulate other communities to prepare material of a similar nature.

*Bay County—Past and Present*² is another example of the preparation of local history material by pupils and teachers. In this case the work was done by the sixth-grade geography classes of the Bay City, Michigan, public schools. It contains sections relative to Bay County and surrounding counties on the following general topics: "Native Life," "White People Take Possession," "Settlement," "Industrial Development," "People," and "Government." Throughout the work are scattered maps and illustrations, many of which por-

¹ *Real Stories from Baltimore County History*. By Isabel Davidson. Baltimore: Warwick & York, Inc., 1917. Pp. 282.

² *Bay County—Past and Present*. Edited by George E. Butterfield. Bay City, Mich.: C. and J. Gregory, 1918. Pp. 212.

tray present-day life in Bay County. On the whole the work is very excellently done and should be a source of pride to the teachers and pupils of the sixth-grade geography classes in Bay City.

R. M. TRYON

3. *An investigation in mathematics teaching in secondary schools.*—This monograph¹ is easily the largest, most important, and most significant contribution to the teaching of high-school mathematics that has come to the writer's attention. We have been flooded of late with a large number of articles, pamphlets, and even entire books supporting one viewpoint or another with respect to the place and the teaching of mathematics in the high school. Witness the large amount of space given recently in our magazines to discussions pro and con with reference to the theory of the "transfer of training." In some cases our mathematics clubs and conference meetings have been mere love feasts where teachers meet and adjourn without coming to any definite conclusions except perhaps that "the other fellow is all wrong in his opinions."

What we need today more than ever before is what the authors of this monograph have set out to furnish, namely, "quantitative evidence concerning what we do." Someone has said that the results of no statistical investigation are any more reliable than the facts with which they start. Rugg and Clark have furnished a great many facts to support the conclusions set forth in their monograph, and it deserves the careful study and criticism of every progressive teacher of mathematics in the high school.

Chapter i ("Ninth-Grade Mathematics on Trial") is a sweeping charge against the present status of ninth-grade mathematics both with respect to the content and method of teaching. They criticize severely the organization of current textbooks and furnish plenty of argument and facts to show that the textbooks have paid little attention to the "learning" of ninth-grade students or to the subsequent value of the content.

Three ways are suggested by means of which the effectiveness of our present scheme of mathematical teaching may be evaluated. First we may consider "the general criticism that has come from the lay public outside of school and from our more intelligent critics within the school. Secondly, we may weigh critically the results obtained by a study of failures in secondary mathematics. Thirdly, we can judge the efficiency of our work by a careful consideration of the results of measuring, by means of standardized tests, and by achievements of children who have been educated under the present scheme. The authors use each of these three methods to support their findings. They

¹"Scientific Method in the Reconstruction of Ninth-Grade Mathematics," *Supplementary Educational Monographs*, Vol. II, No. 1, Whole No. 7. By Harold Ordway Rugg and John Roscoe Clark. Chicago: University of Chicago Press. Pp. 189. \$1.00 net; postage extra; weight 1 lb.

furnish scientific evidence to support the stand that the large percentage of failures in ninth-grade mathematics cannot be justified. This, in the opinion of the writer, is one of the most important points in the monograph.

There is no doubt that more students fail in their mathematics in the ninth grade than we have realized, and we cannot continue our present method without meriting the deserved condemnation of all intelligent students of education. The authors have formulated tests and practice exercises to help them determine their findings, and as a result of the application of the three methods mentioned above the authors claim that there is a "decided inefficiency in both the routine and reasoning processes of mental work."

The monograph charges the teachers with following the textbooks more or less blindly, and in this their point is no doubt well taken. It is also pointed out that a large percentage of our textbooks and courses of study in the high school have been made by college men more or less unacquainted with the methods of teaching and the psychology of the learner. These college men have therefore dominated our field and have dictated our practices. It is high time that the high-school teachers assume the responsibilities of teaching their children intelligently. The authors in 1915 laid down a program involving:

1. A detailed inventory of the ninth-grade course as it now exists.
2. A detailed analysis of the mathematical needs of children as shown first by the subject-matter of other courses which they would take within the high school.
3. The determination of the mathematical notions, principles, and operations—of the types of mathematical reasoning and skill—of which continued use is made in later life-activities.

The authors postulated "that this material would be appropriate curriculum material for the public schools only on the condition that it is found to represent the needs of a relatively large proportion of our student population."

From the investigation of nine textbooks in first-year algebra the authors have based the statement that "Certainly less than one-third of our teaching time, even if teaching time is only partially correlated with the distribution of problem-content, is devoted to 'thought' problems in which the pupil is forced to meet new thinking situations." They state that "the typical textbook devotes more than 80 per cent of its problems to material of a formal or automatic type, the type that requires after its initial presentation little or no thought," and "that neither in their general arrangement of topics nor in their detailed organization of explanatory and problem-material in particular assignments have these books been designed with an adequate regard for the ways in which students learn mathematics."

The core of the mathematical creed set forth by the authors is "that we teach mathematical subjects in the public schools to develop in the pupil the ability to use intelligently the most powerful devices of quantitative thinking; the equation, the formula, the graph, and the properties of the more important space forms."

The chapter on "How Algebra Became the Ninth-Grade Course" will be interesting and suggestive to many teachers.

The chapter on "The Design and Construction of Standard Tests in Secondary Mathematics" is a bit of important research work the results of which should be available to every teacher of mathematics. Our teachers are in dire need of more intelligent methods of testing the results of their own teaching. The work of Rugg and Clark along this line is a large contribution to the secondary field.

The important thing to note here concerning the Rugg and Clark tests is to point out that the tests have revealed many things which it would have been impossible to find out without them. Chapters v and vi of the monograph set forth very carefully and adequately what the results show.

The authors charge further (see chapter vii) that the pupils fail to grasp mathematical principles, and they lay this to the fact that we have "a clouded teaching emphasis," and also that "we have not analyzed the learning process in secondary mathematics."

It is the opinion of the authors that inefficiency in secondary mathematics is due "largely to a lack of the specific delineation of aims and outcomes." A discussion of these outcomes is given in chapter vii ("Training in Logical Thinking").

Definite criteria for the design of a course of study are set up in chapter viii, and a discussion of current tendencies is given, together with the results of the author's preliminary investigation. The authors have a feeling that in the past we have builded upon our ninth-grade mathematics too much, that we should now consider the revision downward, and finally that "ninth-grade mathematics will certainly come to be regarded by school men in our generation as the last year of mathematics that will be required." Whether this is true or not the fact remains that the problem cannot be solved by pushing down the conventional treatment a year or two (say in the junior high school); the reorganization must be more fundamental.

Finally they give a tabular analysis of the use of first-year algebra in other high-school courses which is most illuminating. As a result of their study the authors hold that at least one-half of the material of first-year algebra cannot be defended in terms of use in other high-school subjects. On the other hand they show that we have omitted from our first-year course many of the important ideas necessary to a proper understanding of future work. They cite evaluation as an example of a type of work that is sadly neglected, and they make the statement (p. 143) that "Of all the operations which are now taught, the only one which has value as real mathematics is the 'equation of the first degree' and that only as a tool for representing relationships."

The plan of determining what to teach by finding out if possible what will function in later work seems to the writer to be most commendable, and it should be the duty of everyone interested in the teaching of mathematics to support the movement so well started by Rugg and Clark to determine these

minimum essentials. The kind of experimental teaching done by the authors and described in chapter ix of the monograph is full of suggestions which every progressive teacher should follow. We ought to experiment more; we ought to confer with each other more; we ought to study our methods in more detail and set down in "black and white" what we find out. A great deal is lost in our field because a great many teachers fail to write down in permanent form many ideas for the improvement of teaching which they have found helpful. One reason why we teachers have to talk so much in the classroom is because the writers of textbooks have done so little. Let us support the doctrine set forth by Rugg and Clark in their monograph that we make the text do more of the teaching by putting into it more meaningful statements with reference to the content.

To many the monograph may seem to reflect a radical view; to some it may seem to be impractical; to the writer it seems to be the most encouraging bit of evidence that we are making real progress in our teaching that he has yet seen. Any teachers of mathematics who fail to read this monograph carefully will lose a chance to secure a large bit of important information and encouragement for future work along real advanced lines in mathematical education.

W. D. REEVE

UNIVERSITY OF MINNESOTA

4. *Educational adjustment after the war.*—School people are just now anxious to adjust their educational program to meet the needs growing out of the world-war. At the same time they are just as anxious to take advantage of the spirit of the hour in an effort to make the schools function as training agencies for a higher type of social service than has been developed in the past. Dr. Dean in his new book¹ reviews briefly the outstanding examples of such adjustment, both in this country and abroad, and suggests a wealth of individual and institutional activity which should lead to enrichment and broadening of the school curriculum and at the same time train for the kind of service needed not only at the present time but after the war. He points out lines of activity for superintendents, principals, teachers, and students in elementary, secondary, and higher institutions and shows how necessary emergency war work may be made a part of the daily program. Especial attention is given to the enrichment of industrial arts courses and to the necessity for immediate extension along numerous vocational lines. A special appeal is made to administrators asking for such extension at this time because of the favorable attitude toward vocational training which has grown out of the demand for conservation and the scarcity of skilled technical workers.

In his discussion covering the re-education of crippled soldiers Dr. Dean calls attention to the experiences of France, Belgium, England, and Canada and

¹ *Our Schools in War Time and After.* By Arthur D. Dean. Ginn & Co., 1918. Pp. 335.

suggests a practical training policy for the United States. In this connection he points out the responsibility of existing educational institutions as factors in the provision of such training and calls attention to a similar responsibility in connection with our army of industrial cripples, who in the past have been neglected, resulting in enormous individual and public economic loss.

Throughout the book an appeal is made for the conservation of boy and girl power rather than emergency exploitation through relaxation of supervision during the early wage-earning years, twelve to sixteen. A plea is made for real community and national service as a part of training or in addition to the usual school training, with the thought that such service will enrich rather than restrict the educational experience of the boy or girl. It is with this in mind that the writer recommends such activities as those centering around the Boy Scout, Camp Fire Girl, Farm Cadet, and Red Cross organizations. The book is interestingly written and should be an inspiration to either school administrators or teachers.

E. T. FILBEY

II. CURRENT EDUCATIONAL PUBLICATIONS RECEIVED IN MAY, 1918

A. GENERAL EDUCATIONAL THEORY AND PRACTICE

- ALLEN, WM. H. *War Facts Tests for Graduation and Promotion*. Yonkers-on-Hudson, N.Y.: World Book Co., 1918. Paper. Pp. 80.
- EARHART, WILL, AND MCCONATHY, OSBOURNE. *Music in Secondary Schools*. United States Bureau of Education Bulletin No. 49, 1917. Washington: Government Printing Office. Pp. 37.
- FLEXNER, ABRAHAM. *General Education Board Report of the Secretary, 1916-1917*. New York: General Education Board. Illustrated. Pp. x+92.
- HOLLINGWORTH, LETA S., AND WINFORD, C. AMELIA. *The Psychology of Special Disability in Spelling*. New York: Teachers College, Columbia University, 1918. Pp. vi+105.
- JONES, W. FRANKLIN. *A Study of Handedness*. Vermilion, S.D.: University of South Dakota. Pp. 80.
- LEAKE, ALBERT H. *The Vocational Education of Girls and Women*. New York: Macmillan, 1918. Pp. xix+430. \$1.60.
- NOLAN, ARETAS W. *The Teaching of Agriculture*. Boston: Houghton Mifflin Co., 1918. Pp. ix+277. \$1.30.
- Report on Some Measurements in Spelling*. New York: Division of Reference and Research. Publication No. 16, 1918. Paper. Pp. 88.
- ROGERS, AGNES LOW. *Experimental Tests of Mathematical Ability and Their Prognostic Value*. New York: Teachers College, Columbia University, 1918. Pp. 118.

THEISEN, W. W., AND OTHERS. *An Educational Survey of Janesville, Wis.* Issued by C. P. Cary. Madison, Wis.: State Department of Public Instruction, 1918. Pp. viii+329.

B. TEXTBOOKS FOR ELEMENTARY GRADES

HERVEY, WALTER L., AND HIX, MELVIN. *Eighth Reader* ("Horace Mann Series") New York: Longmans, Green & Co., 1918. Pp. viii+488. \$0.80.

KILPATRICK, VAN EVRIE. *The Child's Food Garden* ("School Garden Series"). Yonkers-on-Hudson, N.Y.: World Book Co., 1918. Illustrated. Pp. 64. *New-World Speller. Teachers Manual.* Paper. Pp. 32. Book I, pp. viii+136; Book II, pp. viii+144+vihi; Book III, pp. viii+120+xv.

PARKMAN, FRANCIS. *The Oregon Trail.* New York: Henry Holt & Co., 1918. Pp. xvii+397.

SMITH, GEORGE J. *Longmans' English Lessons, Third Year.* New York: Longmans, Green & Co., 1918. Pp. 58. *Longmans' English Lessons, Fourth Year.* Pp. 106.

STRASBURGER, AMELIA, AND CHANKIN, JOSEPH. *Systematic Drill in Arithmetic* New York: Longmans, Green & Co. Book I, pp. v+122; Book II, pp. x+182; Book III, pp. x+181.

TAYLOR, DAVID C. *The Melodic Method in School Music.* New York: Macmillan, 1918. Pp. xi+171. \$1.00.

C. TEXTBOOKS FOR THE HIGH SCHOOL

BREASTED, JAMES HENRY, AND HUTH, CARL F., JR. *A Teachers' Manual for the Breasted-Huth Ancient History Maps.* Chicago: Denoyer-Geppert Co., 1918. Pp. 134. \$0.75.

HARDING, SAMUEL BANNISTER. *A Teachers' Manual for the Harding European History Maps.* Chicago: Denoyer-Geppert Co. Pp. 112. \$0.75.

HOPKINSON, LESLIE WHITE. *Greek Leaders.* Boston: Houghton Mifflin Co. Pp. xxi+259. \$1.00.

SPENCER, FORREST EUGENE. *Trozos de Historia.* A Spanish Historical Reader. Chicago: Ginn & Co. Pp. ix+210. \$0.80.

STEEVER, MAJOR E. Z., III, AND FRINK, MAJOR J. L. *The Cadet Manual.* New York: J. B. Lippincott Co. Illustrated. Pp. xxx+317.

VOSBURGH, WILLIAM LEDLEY, AND GENTLEMAN, FREDERICK WILLIAM. *Junior High-School Mathematics.* Second Course. New York: Macmillan, 1918. Pp. x+212. \$0.90.

WILSON, MARTHA. *Library Books for High Schools.* Department of the Interior, Bulletin No. 41, 1917. Washington: Government Printing Office, 1918. Paper. Pp. 175.